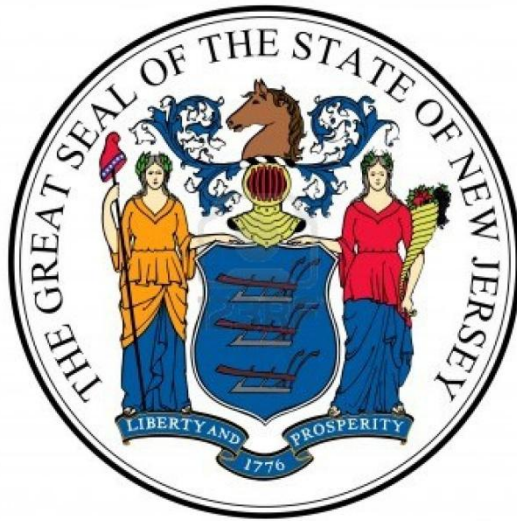


**New Jersey Department of Education
Race to the Top Monitoring Process
August 2012**



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A. OVERVIEW

The New Jersey Department of Education (NJDOE) will implement a comprehensive sub-recipient monitoring plan to provide transparency in the expenditure of Race to the Top 3 funds and ensure that participating local education agencies (LEAs) use funds efficiently and effectively to implement approved scopes of work. These processes will also help the State determine whether it is meeting the performance goals outlined for each project area in the State Scope of Work.

State monitoring practices will include a series of interim reports—including programmatic and fiscal elements—as well as periodic on-site reviews by the RTTT3 Management Team and an array of existing reporting structures. The plan may be modified periodically, as appropriate.

Given the range of allocations from less than \$500 to more than \$2 million, the NJDOE will use a tiered monitoring process to ensure the proper use of funds while minimizing the burden on districts receiving small allocations. The combination and frequency of monitoring practices will be determined based on each LEA's allocation amount. LEAs receiving \$25,000 or less will be classified as "Class A," LEAs receiving \$25,001 through \$150,000 will be classified as "Class B," and LEAs receiving \$150,001 or above will be classified as "Class C". Based on current allocation amounts, this differentiated accountability system provides the following distribution of participating LEAs:

Class A	200 LEAs
Class B	100 LEAs
Class C	22 LEAs

B. INTERIM REPORTS

The NJDOE has designed a self-assessment to capture LEA progress in implementing the activities described in the LEA scopes of work. This interim report will include each LEA's goals and objectives with a focus on implementation activities and the deliverables timeline. For each activity, the LEAs will be asked to indicate whether the activity is complete, in process, or has not begun. For any activity that is complete, NJDOE will request documentation of completion. For activities that are completed but are still in process or not begun—and are behind schedule—NJDOE may ask the LEA to provide a plan for bringing the project back on track called a Corrective Action Plan (CAP). The Interim Reports will also capture financial information regarding the LEA's adherence to its approved budget. Discrepancies between planned and actual expenditures will be assessed and may also trigger a CAP.

Class A LEAs will complete the report annually, Class B LEAs will complete the report bi-annually, and Class C LEAs will complete the report quarterly. Reporting will be staggered to allow the RTTT3 Management Team to adequately review and respond to reports. Reports will be due on the last business day of the month according to the schedule below.

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Class A						X						
Class B					X						X	
Class C	X			X			X			X		

In addition, the RTTT3 Management Team recognizes that many participating LEAs plan to expend the entirety of their allocation in year 1 or 2 of the grant. Given our goal to minimize the burden on districts, we will allow a district to complete abbreviated reports once it has exhausted its RTTT3 allocation. These LEAs will have the option to indicate in the performance report whether their allocations have been exhausted and, if so, provide a brief narrative of the LEA's progress in implementing the project since the final expenditure.

B.1 - LEA REPORTING DOCUMENT

County-LEA Code: __-____.

Report Date: [Click here to enter a date.](#)

County Name: [Click here to enter text.](#)

LEA Name: [Click here to enter text.](#)

Project Area: [Choose an item.](#)

Has the District Exhausted its RTTT Allocation? [Choose an item.](#)

If yes, please proceed to the end of the report to provide a brief narrative on continued progress.

Programmatic Report

Please complete the form below according to the goals, objectives and activities in your LEA's approved scope of work, including the timeline and status of implementation.

Goal 1: Click here to enter text.		Timeline: Month: Choose an item. Year: Choose an item.	Status: Choose an item.	
	Objective 1.1: Click here to enter text.	Month: Choose an item. Year: Choose an item.	Choose an item.	
		Activity 1.1.1: Click here to enter text.	Year: Choose an item.	Choose an item.
			Quarter: Choose an item.	
		Activity 1.1.2: Click here to enter text.	Year: Choose an item.	Choose an item.
			Quarter: Choose an item.	
		Activity 1.1.3: Click here to enter text.	Year: Choose an item.	Choose an item.
			Quarter: Choose an item.	
		Activity 1.1.4: Click here to enter text.	Year: Choose an item.	Choose an item.
			Quarter: Choose an item.	
	Activity 1.1.5: Click here to enter text.	Year: Choose an item.	Choose an item.	
	Quarter: Choose an item.			
Activity 1.1.6: Click here to enter text.	Year: Choose an item.	Choose an item.		
	Quarter: Choose an item.			
	Objective 1.2: Click here to enter text.	Month: Choose an item. Year: Choose an item.	Choose an item.	
		Activity 1.2.1: Click here to enter text.	Year: Choose an item.	Choose an item.
			Quarter: Choose an item.	
		Activity 1.2.2: Click here to enter text.	Year: Choose an item.	Choose an item.
			Quarter: Choose an item.	
		Activity 1.2.3: Click here to enter text.	Year: Choose an item.	Choose an item.
			Quarter: Choose an item.	
		Activity 1.2.4: Click here to enter text.	Year: Choose an item.	Choose an item.
			Quarter: Choose an item.	
	Activity 1.2.5: Click here to enter text.	Year: Choose an item.	Choose an item.	
	Quarter: Choose an item.			
Activity 1.2.6: Click here to enter text.	Year: Choose an item.	Choose an item.		
	Quarter: Choose an item.			
	Objective 1.3: Click here to enter text.	Month: Choose an item.	Choose an item.	

		Year: Choose an item.	
	Activity 1.3.1: Click here to enter text.	Year: Choose an item.	Choose an item.
		Quarter: Choose an item.	
	Activity 1.3.2: Click here to enter text.	Year: Choose an item.	Choose an item.
		Quarter: Choose an item.	
	Activity 1.3.3: Click here to enter text.	Year: Choose an item.	Choose an item.
		Quarter: Choose an item.	
	Activity 1.3.4: Click here to enter text.	Year: Choose an item.	Choose an item.
		Quarter: Choose an item.	
	Activity 1.3.5: Click here to enter text.	Year: Choose an item.	Choose an item.
		Quarter: Choose an item.	
	Activity 1.3.6: Click here to enter text.	Year: Choose an item.	Choose an item.
		Quarter: Choose an item.	

For any activity that has been completed, please attach at least one piece of supporting documentation. Please label each document in the top right-hand corner with the Project Area and three digit number indicating the goal, objective, and activity it is associated with. (e.g. for goal 2, objective 1, activity 5, please indicate 2.1.5.)

For any activity that was scheduled to be completed during [enter reporting period], but which is still in progress or incomplete, please provide an explanation for the delay and a plan for ensuring the project's success. Please label each activity with a three digit number indicating the goal, objective, and activity it is associated with. (e.g. for goal 2, objective 1, activity 5, please indicate 2.1.5.)

Activity	Status	Explanation and Plan for Implementation
._._.	Choose an item.	Click here to enter text.
._._.	Choose an item.	Click here to enter text.
._._.	Choose an item.	Click here to enter text.
._._.	Choose an item.	Click here to enter text.
._._.	Choose an item.	Click here to enter text.
._._.	Choose an item.	Click here to enter text.
._._.	Choose an item.	Click here to enter text.

Fiscal Report

Please complete a budget worksheet below for each project area to which your LEA has allocated funds. If your LEA has allocated funds to more than one project area, please also complete a separate budget form reflecting totals for each project, year, and code. Please see Appendix A for a sample excel file.

INSTRUCTION	Code	Year 1	Year 2	Year 3	Year 4	Total
Salaries	100-100					0
Purchased Professional & Technical Services	100-300					0
Other Purchased Services	100-500					0
Supplies and Materials	100-600					0
Other Objects	100-800					0
SUBTOTAL - INSTRUCTION		0	0	0	0	0
SUPPORT SERVICES						
Salaries	200-100					0

Fringe Benefits	200-200					0
Purchased Professional & Technical Services	200-300					0
Purchased Property Services	200-400					0
Other Purchased Services	200-500					0
Travel	200-580					0
Supplies and Materials	200-600					0
Other Objects	200-800					0
SUBTOTAL - SUPPORT SERVICES		0	0	0	0	0
EQUIPMENT						
Instructional Equipment	400-731					0
Non-instructional Equipment	400-732					0
SUBTOTAL - EQUIPMENT		0	0	0	0	0
TOTAL PROJECT BUDGET REQUEST		0	0	0	0	0

Please also complete the table below, indicating any significant differences between planned and actual expenditures. Note that differences of greater than 10% of the LEAs total allocation require an amendment.

Project Area	Planned Expenditure	Actual Expenditure	Explanation
1: CCSS			
2: IIS			
3: STEM			
4: EVAL			
5: CHTR			

For LEAs that have exhausted their RTTT3 allocations, please provide the date of final expenditure, project area, and an update narrative for the RTTT3 Management Team on the progress of each project area for which RTTT3 funds were allocated. Please include key milestones, successes and challenges.

Date of Final Expenditure: [Click here to enter a date.](#)

Project Area: [Choose an item.](#)

Update Narrative: [Click here to enter text.](#)

Please indicate any questions you have for the RTTT3 Management Team or areas of implementation where guidance would be appreciated.

[Click here to enter text.](#)

C. SITE-VISIT MONITORING (CLASS C ONLY)

The RTTT3 Management Team will conduct annual on-site reviews of LEA implementation of RTTT3 scopes of work for all LEAs receiving an allocation of more than \$150,000. These visits are intended not only to determine whether districts have executed the *inputs* provided for in LEA scopes of work, but also whether these inputs have resulted in the intended *outcomes*. The New Jersey RTTT3 Management Team will use data collected through these on-site reviews—as well as through consolidated monitoring

described on pp. 9-10—to determine whether the State is meeting the performance goals in the State Scope of Work. Visits may be conducted more frequently if there are concerns regarding the LEA’s progress.

The RTTT3 Management Team will provide the LEA superintendent with notice of a planned visit six weeks in advance of the site visit date and will consider factors such as holidays, testing dates, professional development days, or other special circumstances in scheduling visit dates, as necessary to minimize disruption to the day-to-day operations of the LEA. As determined together by the LEA and the RTTT3 Management Team, LEA personnel will be available to participate in the site visit, which may include the superintendent or his or her designee, business administrator(s), grant office representative(s), principals and teachers.

C.1 - DOCUMENTATION

Prior to the site visit, the LEA will be asked to collect documentation to support implementation of the goals, objectives and activities described in its scope of work. These documents will be reviewed on-site.

Project Area	Sample Documentation
Transition to the Common Core State Standards	Curriculum documents demonstrating alignment to CCSS
	Formative assessment documents demonstrating alignment to CCSS
	Record of professional development for teachers on the CCSS transition
Instructional Improvement System	Purchase orders or other documentation of participation in IIS
	Record of training provided to teachers on using the IIS
	Audit of Technology Infrastructure
STEM Education	Vendor contracts for professional development on PMI/PSI
	Curriculum documents aligned to STEM CCSS
	Formative assessment documents aligned to STEM CCSS
Educator Evaluation Systems	Meeting calendar for the District Evaluation Advisory Committee
	RFP or contract for approved observation instrument provider
	Samples of observation data and summative rating results
Charter Schools	Not applicable. No charter schools are included in Class C

C.2 - OBSERVATION

The LEA will also be asked to provide a schedule for the site visit team to observe progress on implementation. For instance, if the LEA has used its RTTT3 allocation to purchase a license to a teacher observation instrument, the site visit team will be able to shadow a principal in conducting an observation or witness the availability of observation data at the LEA level. If the LEA has allocated funds toward the transition to the Common Core State Standards, the site visit team will observe lessons aligned to those materials, or the data resulting from aligned formative assessments.

Project Area	Sample Observable Evidence
Transition to the Common Core State Standards	CCSS aligned curriculum/lessons
	CCSS aligned formative assessments
Instructional Improvement System	Teacher use of IIS to inform instruction
	Educators are creating/scoring/analyzing aligned assessments
	Educators using/reviewing/storing aligned lessons

STEM Education	CCSS/NJCCCS aligned lessons in STEM subjects (science and math)
	Curriculum providing real-world math problems in science tasks
Educator Evaluation Systems	Teacher observations and post-observation conferences
	Use of evaluation data to identify instructional strengths and challenges
	Educator engagement in key decisions through DEAC
Charter Schools	Not applicable. No charter schools are included in Class C.

C.3 - DISCUSSION

The LEA will be asked to facilitate an interview with key LEA-level personnel, including those responsible for the execution of RTTT3 activities and those who are the direct recipient of RTTT3 funded activities. For instance, the site team may request a meeting with the director of professional development in order to ascertain the successes and challenges of the LEA's support for teachers in the CCSS transition. The site team may request a meeting with a sample of principals to ascertain the successes and challenges of implementing the educator evaluation systems.

Project Area	Sample Questions
Transition to the Common Core State Standards	Do educators have working knowledge of standards?
	Are educator's creating assessments aligned to standards?
	Is professional development centered on content shifts and standard aligned resources?
Instructional Improvement System	Describe the use story of the IIS at the teacher, principal, district level
	What are the most/least used features of the system?
	How are educators using the system to improve and inform instruction?
STEM Education	How are educators working to increase STEM projects?
	Describe the professional development provided that is aligned to STEM initiatives.
Educator Evaluation Systems	Do teachers have working knowledge of selected observation rubric?
	Do principals feel comfortable providing feedback to teachers?
	Do observation results inform professional development decisions?
Charter Schools	Not applicable. No charter schools are included in Class C.

C.4 - DEBRIEF

At the end of the site visit, the site visit team and key LEA-level personnel will meet to debrief on the state's findings. At this time, the site visit team will also solicit input from the LEA regarding the quality of support provided by the RTTT3 Management Team or particular areas where additional technical assistance would be helpful.

C.5 - POST VISIT FOLLOW UP

Within four weeks of the site visit, the RTTT3 Management Team will provide a brief report to the LEA on the strengths and challenges observed in the LEA's implementation of its RTTT3 scope of work. This report will include recognition for the LEA's successes and, where necessary, a request for a corrective action plan should the visit raise concerns about the progress of implementation.

D. ADDITIONAL MONITORING

In addition to the fiscal section of the interim reports, LEA expenditures will be monitored through a series of existing processes at the New Jersey Department of Education.

D.1 - LEA CASH REIMBURSEMENT

RTTT3 funds will be dispersed to LEAs on a cash reimbursement basis through NJDOE's online grants management system, EWEG. Participating LEAs were required to submit a detailed budget, aligned to state activities and timelines, as part of their scopes of work. Reimbursement requests will be reviewed and approved by the RTTT3 Management Team as they are received and deemed to align to the LEA's approved budget.

D.2 - CONSOLIDATED MONITORING

Each year, NJDOE will conduct consolidated monitoring of a sample of districts receiving federal funds, including but not limited to Title I, Title IIA, IDEA and Race to the Top Phase 3. This monitoring mechanism will determine whether a district is in compliance with federal as well as state rules, have sufficient internal controls in place, maintain adequate financial records, and follow appropriate processes for procurement. In addition to the On-Site programmatic reviews, consolidated monitoring will also provide data on district implementation to inform whether New Jersey is meeting its Race to the Top performance goals:

Projects	Performance Goals	Performance Measures
Project Management	By 2014-15, 90% of LEAs will be satisfied with Race to the Top Management	Satisfaction of Participating LEAs with RTTT3 grant program and its administration based on annual survey feedback. 70% satisfied in year 1, 80% in year 2, and 90% in years 3 and 4
Common Core State Standards Transition	A. By 2014-15, 100% of school districts will be using CCSS. B. By 2014-15, 75% of schools will be using high-quality CCSS curriculum	A. Percentage of Participating LEAs implementing CCSS: SY 2011-2012: N/A 2012-2013: 100% 2013-2014: 100% 2014-2015: 100% B. Percentage of Participating LEAs using CCSS-aligned curriculum: SY 2011-2012: 25%; SY 2012-2013: 50%; SY 2013-2014: 75%; SY 2014-2015: 100%
Instructional Improvement System	By 2014-15, 30% of schools will be using an integrated IIS system that will support instruction throughout the state.	Percentage of Participating LEAs across the State actively utilizing Instructional Improvement System platform to access model curriculum, formative assessments, and data reports: SY 2011-2012: n/a; SY 2012-2013: 10%; SY 2013-2014: 20%; SY 2014-2015: 30%

Educator evaluations	By 2014-15, 100% of districts will be implementing with fidelity a teacher and leader evaluation system aimed at increasing teacher and leader effectiveness	<p>A. A. Percentage of participating LEAs with qualifying evaluation systems for teachers: Pilot- SY 2010-2011 9%, SY 2011-2012: 14%; Full Implementation - SY 2013-2014: 100%, SY 2014-2015: 100%</p> <p>B. Percentage of participating LEAs with qualifying evaluation systems for principals: Pilot - SY 2011-2012: 6.5%; Full Implementation - SY 2013-2014: 100%, SY 2014-2015: 100%</p>
Charter Schools	By school year 2014-2015 high-quality charter seat will increase by approx. 12,481 through a careful charter review process.	By school year 2014-2015 high-quality charter seat will increase by approx. 12,481 through a careful charter review process.
STEM Education	<p>A. By the 2014-2015 school year 75% of LEAs will be participating in aligned professional development to the model curriculum and formative assessments.</p> <p>B. By the 2014-2015 school year 15% of LEAs will participate in PSI/PMI</p>	<p>A. Percentage of LEAs participating in Math and Science professional development aligned to the model curriculum and formative assessments: SY 2012-2013: 25%; SY 2013-2014: 50%; SY 2014-2015: 75%</p> <p>B. Percentage of LEAs participating in PSI/PMI: SY 2012-2013: 5%; SY 2013-2014: 10%; SY 2014-2015: 15%</p>

Please see Appendix B for a copy of the Race to the Top Consolidated Monitoring tool.

D.3 - FISCAL AUDIT

Participating LEAs will complete a Comprehensive Annual Financial Report (CAFR) and any district receiving over \$500,000 in direct or pass-through federal funds will also complete an OMB A-133 Audit. The CAFR will be conducted by an independent auditor and include an examination of district-wide financial statements, as well as fund financial statements for governmental funds, proprietary funds, and fiduciary funds. The CAFR will also determine whether internal controls are established in accordance with Government Accounting Standards. Please see Appendix C for an overview of the CAFR requirements.

D.4 - FFATA

NJDOE will file FFATA sub-award reports on behalf of those sub-recipients that receive an allocation of \$25,000 or more, including participating LEAs. This reporting will be completed on a monthly basis.

Summary of additional reporting, by Class

	Cash Reimbursement	FFATA	Fiscal Audit	Consolidated Monitoring
Class A	X		X	X (various districts)
Class B	X	X	X	X (various districts)
Class C	X	X	X	X (various districts)

E. CORRECTIVE ACTION PLAN (CAP) FOR NON-COMPLIANCE AND AT-RISK SUB-RECIPIENTS

The RTTT3 Management Team and the Office of Grants Management will collaborate to identify LEAs—through programmatic, fiscal reporting and/or on-site visits—which are not showing satisfactory progress toward implementing their scopes of work. Concerns will be communicated to the LEA in writing and a meeting convened to discuss the challenges and possible paths forward. The RTTT3 Management Team and Office of Grants Management will work with the LEA to identify barriers to progress or issues of quality, and request a corrective action plan from the LEA detailing how the implementation of planned activities will be brought back on track.

If an LEA fails to move its planned activities back on schedule or is repeatedly deemed at risk, the RTTT3 Management Team will again meet with LEA leadership to determine next steps. In some cases, the RTTT3 management team may withhold RTTT3 funding permanently or until such time as the LEA is able to demonstrate its ability to move forward. Fund withdrawal decisions will be based on 1) a repeated lack of progress in implementation of scope of work activities 2) a failure to provide a reasonable and credible corrective action plan; and/or 3) failure to respond to recommendations and/or offers of technical assistance from the RTTT3 Management Team.

F. AMENDMENTS

The RTTT3 Management Team is aware that unforeseen circumstances and challenges may require LEAs to amend their scopes of work. In such a situation, LEAs will be required to submit an amendment through the online grants management system, EWEG. An amendment will be required if any of the following situations apply:

F.1 – PROGRAMMATIC CHANGE

- Any substantive change to the currently approved scope of work (Project Area selection, Activity Plan, Timeline, etc).

F.2 – BUDGET CHANGE

- Transfer of funds from one funded Project Area to another Project Area, regardless of dollar amount and affected year(s).
- Transfer of funds within a funded Project Area to an unbudgeted line item, regardless of amount.
- Transfer of funds within a funded Project Area, among already budgeted line items, in excess of ten (10) percent of the entire grant allocation for all projects.
- Deletions, substitutions or additions to approved equipment (regardless of cost).
- Transfer of funds within a funded Project Area from one project year to another.

F.3 – REQUIRED CONTENT FOR AMENDMENT REQUEST

- A letter signed and dated by the Chief School Administrator that:
 - Clearly outlines what project area is affected
 - Describes what is being changed in each project area
 - Explains the total dollar amount of the budget transfers
 - Explains the rationale for making such changes
 - Describes the new plan to accomplish the project(s)
- A completed Budget Modification Request worksheet (only for those amendments involving changes in budgeted line items). The completed Budget Modification Request worksheet will reflect all summative changes to the Project Area budget(s) and will match the summative changes to the EWEG budget.
- Revised Project Area budget templates (for those modifications that involve changes to budgeted line items, and/or timelines). The Project Area budget template(s) must match the EWEG budget detail.

F.4 – AMENDMENT REVIEW REQUEST PROCESS

Amendment Requests will be reviewed by the RTTT3 Management Team and the Office of Grants Management and, as appropriate, brought to the attention of the NJDOE leadership for review and final approval. Generally, amendments requested by Class A and Class B LEAs will be reviewed and approved by the RTTT3 Management Team, while amendment requests by Class C LEAs will be reviewed and approved by the NJDOE leadership team. The review process may result in a request to the LEA for additional information supporting their argument for making the change(s). NJDOE will review and make a determination on submitted amendment requests within 10 business days. In cases where a decision cannot be made without more information or clarification from the LEA, decision timeframes will be adjusted on a case-by-case basis.

G. LEA WITHDRAWAL

An LEA may choose to withdraw from the State's Race to the Top 3 grant project, as long as the terms of the withdrawal are consistent with the terms of the MOU signed between the State and the LEA. An LEA that wishes to withdraw from RTTT3 must submit, in writing to the RTTT3inquiries@doe.state.nj.us email address, an indication of its intent to withdraw and the reason for doing so. The State will confirm receipt of the withdrawal notification, provide consent as necessary, and fulfill any amendments necessary to adjust the list of participating LEAs with the U.S. Department of Education.

LEA NAME

County/LEA code

Project Period

Please note:

Year 1 is from July 1 ,2012 - December 31, 2012

Year 2 is from January 1, 2013 - December 31, 2013

Year 3 is from January 1, 2014 - December 31, 2014

Year 4 is from January 1, 2015 - November 30, 2015

Total Planned v. Actual						
INSTRUCTION	Object Code	Year 1	Year 2	Year 3	Year 4	Total
Salaries	100-100	0	0	0	0	0
Purchased Professional & Technical Services	100-300	0	0	0	0	0
Other Purchased Services	100-500	0	0	0	0	0
Supplies and Materials	100-600	0	0	0	0	0
Other Objects	100-800	0	0	0	0	0
SUBTOTAL - INSTRUCTION		0	0	0	0	0
SUPPORT SERVICES						
Salaries	200-100	0	0	0	0	0
Fringe Benefits	200-200	0	0	0	0	0
Purchased Professional & Technical Services	200-300	0	0	0	0	0
Purchased Property Services	200-400	0	0	0	0	0
Other Purchased Services	200-500	0	0	0	0	0
Travel	200-580	0	0	0	0	0
Supplies and Materials	200-600	0	0	0	0	0
Other Objects	200-800	0	0	0	0	0
SUBTOTAL - SUPPORT SERVICES		0	0	0	0	0
EQUIPMENT						
Instructional Equipment	400-731	0	0	0	0	0
Non-instructional Equipment	400-732	0	0	0	0	0
SUBTOTAL - EQUIPMENT		0	0	0	0	0
TOTAL		0	0	0	0	0

Total Actual						
INSTRUCTION	Object Code	Year 1	Year 2	Year 3	Year 4	Total
Salaries	100-100	0	0	0	0	0
Purchased Professional & Technical Services	100-300	0	0	0	0	0
Other Purchased Services	100-500	0	0	0	0	0
Supplies and Materials	100-600	0	0	0	0	0
Other Objects	100-800	0	0	0	0	0
SUBTOTAL - INSTRUCTION		0	0	0	0	0
SUPPORT SERVICES						
Salaries	200-100	0	0	0	0	0
Fringe Benefits	200-200	0	0	0	0	0
Purchased Professional & Technical Services	200-300	0	0	0	0	0
Purchased Property Services	200-400	0	0	0	0	0
Other Purchased Services	200-500	0	0	0	0	0
Travel	200-580	0	0	0	0	0
Supplies and Materials	200-600	0	0	0	0	0
Other Objects	200-800	0	0	0	0	0
SUBTOTAL - SUPPORT SERVICES		0	0	0	0	0
EQUIPMENT						
Instructional Equipment	400-731	0	0	0	0	0
Non-instructional Equipment	400-732	0	0	0	0	0
SUBTOTAL - EQUIPMENT		0	0	0	0	0
TOTAL		0	0	0	0	0

Total Planned						
INSTRUCTION	Object Code	Year 1	Year 2	Year 3	Year 4	Total
Salaries	100-100					0
Purchased Professional & Technical Services	100-300					0
Other Purchased Services	100-500					0
Supplies and Materials	100-600					0
Other Objects	100-800					0
SUBTOTAL - INSTRUCTION		0	0	0	0	0
SUPPORT SERVICES						
Salaries	200-100					0
Fringe Benefits	200-200					0
Purchased Professional & Technical Services	200-300					0
Purchased Property Services	200-400					0
Other Purchased Services	200-500					0
Travel	200-580					0
Supplies and Materials	200-600					0
Other Objects	200-800					0
SUBTOTAL - SUPPORT SERVICES		0	0	0	0	0
EQUIPMENT						
Instructional Equipment	400-731					0
Non-instructional Equipment	400-732					0
SUBTOTAL - EQUIPMENT		0	0	0	0	0
TOTAL		0	0	0	0	0

Project Area 1: Common Core State Standards						
INSTRUCTION	Object Code	Year 1	Year 2	Year 3	Year 4	Total
Salaries	100-100					0
Purchased Professional & Technical Services	100-300					0
Other Purchased Services	100-500					0
Supplies and Materials	100-600					0
Other Objects	100-800					0
SUBTOTAL - INSTRUCTION		0	0	0	0	0
SUPPORT SERVICES						
Salaries	200-100					0
Fringe Benefits	200-200					0
Purchased Professional & Technical Services	200-300					0
Purchased Property Services	200-400					0
Other Purchased Services	200-500					0
Travel	200-580					0
Supplies and Materials	200-600					0
Other Objects	200-800					0
SUBTOTAL - SUPPORT SERVICES		0	0	0	0	0
EQUIPMENT						
Instructional Equipment	400-731					0
Non-instructional Equipment	400-732					0
SUBTOTAL - EQUIPMENT		0	0	0	0	0
TOTAL		0	0	0	0	0

Project Area 2: Instructional Improvement System						
INSTRUCTION	Object Code	Year 1	Year 2	Year 3	Year 4	Total
Salaries	100-100					0
Purchased Professional & Technical Services	100-300					0
Other Purchased Services	100-500					0
Supplies and Materials	100-600					0
Other Objects	100-800					0
SUBTOTAL - INSTRUCTION		0	0	0	0	0
SUPPORT SERVICES						
Salaries	200-100					0
Fringe Benefits	200-200					0
Purchased Professional & Technical Services	200-300					0
Purchased Property Services	200-400					0
Other Purchased Services	200-500					0
Travel	200-580					0
Supplies and Materials	200-600					0
Other Objects	200-800					0
SUBTOTAL - SUPPORT SERVICES		0	0	0	0	0
EQUIPMENT						
Instructional Equipment	400-731					0
Non-instructional Equipment	400-732					0
SUBTOTAL - EQUIPMENT		0	0	0	0	0
TOTAL		0	0	0	0	0

Project Area 3: STEM Education						
INSTRUCTION	Object Code	Year 1	Year 2	Year 3	Year 4	Total
Salaries	100-100					0
Purchased Professional & Technical Services	100-300					0
Other Purchased Services	100-500					0
Supplies and Materials	100-600					0
Other Objects	100-800					0
SUBTOTAL - INSTRUCTION		0	0	0	0	0
SUPPORT SERVICES						
Salaries	200-100					0
Fringe Benefits	200-200					0
Purchased Professional & Technical Services	200-300					0
Purchased Property Services	200-400					0
Other Purchased Services	200-500					0
Travel	200-580					0
Supplies and Materials	200-600					0
Other Objects	200-800					0
SUBTOTAL - SUPPORT SERVICES		0	0	0	0	0
EQUIPMENT						
Instructional Equipment	400-731					0
Non-instructional Equipment	400-732					0
SUBTOTAL - EQUIPMENT		0	0	0	0	0
TOTAL		0	0	0	0	0

Project Area 4: Educator Evaluation						
INSTRUCTION	Object Code	Year 1	Year 2	Year 3	Year 4	Total
Salaries	100-100					0
Purchased Professional & Technical Services	100-300					0
Other Purchased Services	100-500					0
Supplies and Materials	100-600					0
Other Objects	100-800					0
SUBTOTAL - INSTRUCTION		0	0	0	0	0
SUPPORT SERVICES						
Salaries	200-100					0
Fringe Benefits	200-200					0
Purchased Professional & Technical Services	200-300					0
Purchased Property Services	200-400					0
Other Purchased Services	200-500					0
Travel	200-580					0
Supplies and Materials	200-600					0
Other Objects	200-800					0
SUBTOTAL - SUPPORT SERVICES		0	0	0	0	0
EQUIPMENT						
Instructional Equipment	400-731					0
Non-instructional Equipment	400-732					0
SUBTOTAL - EQUIPMENT		0	0	0	0	0
TOTAL		0	0	0	0	0

Project Area 5: Charter School Expansion						
INSTRUCTION	Object Code	Year 1	Year 2	Year 3	Year 4	Total
Salaries	100-100					0
Purchased Professional & Technical Services	100-300					0
Other Purchased Services	100-500					0
Supplies and Materials	100-600					0
Other Objects	100-800					0
SUBTOTAL - INSTRUCTION		0	0	0	0	0
SUPPORT SERVICES						
Salaries	200-100					0
Fringe Benefits	200-200					0
Purchased Professional & Technical Services	200-300					0
Purchased Property Services	200-400					0
Other Purchased Services	200-500					0
Travel	200-580					0
Supplies and Materials	200-600					0
Other Objects	200-800					0
SUBTOTAL - SUPPORT SERVICES		0	0	0	0	0
EQUIPMENT						
Instructional Equipment	400-731					0
Non-instructional Equipment	400-732					0
SUBTOTAL - EQUIPMENT		0	0	0	0	0
TOTAL		0	0	0	0	0

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<u>COMPLIANCE RATING</u>		
Compliant <i>Strong evidence that supports approved application and compliance</i>	Partially Compliant <i>Limited evidence that supports approved application and compliance</i>	Noncompliant <i>No evidence to support approved application and compliance</i>
Subgrantee provides sufficient evidence identified for meeting the compliance requirement and implementation of the approved <i>NCLB</i> Consolidated Subgrant Application.	Subgrantee is able to provide limited evidence identified for meeting the compliance requirement and implementation of the approved <i>NCLB</i> Consolidated Subgrant Application.	Subgrantee is unable to provide sufficient evidence identified for meeting the compliance requirement and implementation of the approved <i>NCLB</i> Consolidated Subgrant Application.

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AREA I: OVERARCHING REQUIREMENTS (OR)							
Compliance Requirement		Legal Authority	Evidence	Compliance Rating			Comments
				C	PC	NC	C=Compliant; PC=Partially Compliant; NC=Non-Compliant
A. Project Area 1: Professional Development and technology supports to advance the transition to Common Core State Standards (CCSS)							
PA1.1	Professional Development to facilitate the transition to CCSS: <ul style="list-style-type: none"> to help teachers understand the new content requirements of CCSS; to develop engaging lessons designed to meet CCSS, or model curriculum SLOs; to develop formative assessments to assess student progress on CCSS and SLOs; to scaffold learning for English Language Learners (ELL) and/or students with disabilities; to build out full units of lessons; and to facilitate lesson planning aligned to SLOs 		<ul style="list-style-type: none"> Professional Development plan Sign-in sheets Agenda Vendor purchase orders Board Approval of event PD certificates Evaluation of session 				
PA1.2	Technology to facilitate the transition to CCSS: <ul style="list-style-type: none"> Technology associated to PD Technology to increase use of standards and assessment of standards 		<ul style="list-style-type: none"> Purchase order Implementation plan Invoice 				
B. Project Area 2: Implementation of the Instructional Improvement System (IIS) platform							
PA2.1	Technology improvements to handle bandwidth and use of IIS (year 1): <ul style="list-style-type: none"> Computers Upgrade software Upgrade usage capabilities Upgrade internet capacity Upgrade server capacity 		<ul style="list-style-type: none"> Purchase Order Implementation plan Invoice Board approval Audit of technology infrastructure 				

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AREA I: OVERARCHING REQUIREMENTS (OR)							
Compliance Requirement		Legal Authority	Evidence	Compliance Rating			Comments
				C	PC	NC	C=Compliant; PC=Partially Compliant; NC=Non-Compliant
PA 2.2	Fees and Licenses: <ul style="list-style-type: none"> IIS school setup fee (year 2-4) IIS system operating cost (year 2-4) 		<ul style="list-style-type: none"> Purchase order Adoption plan 				
PA 2.3	IIS professional development (year 2-4) <ul style="list-style-type: none"> Basic usage training System data use in classroom/school 		<ul style="list-style-type: none"> Professional Development plan Sign-in sheets Agenda Vendor purchase orders Board Approval of event PD certificates Evaluation of session 				
C. Project Area 3: Science, Technology, Engineering and Math (STEM)							
PA 3.1	Professional Development: <ul style="list-style-type: none"> development of science tasks that integrate math into real world problems and tasks science teachers to align their classroom practices to the literacy standards in the CCSS See PD for Project Area 1 		<ul style="list-style-type: none"> Professional Development plan Sign-in sheets Agenda Vendor purchase orders Board Approval of event PD certificates Evaluation of session 				
PA 3.2	PMI/PSI Program: <ul style="list-style-type: none"> PSI and/or PMI led content-driven professional development; Budgeted funds for the necessary technology to properly implement PSI and/or PMI (i.e., interactive whiteboards, etc.)		<ul style="list-style-type: none"> Professional Development plan Sign-in sheets Agenda Purchase order (vendor/technology) Board Approval (event/technology) 				

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AREA I: OVERARCHING REQUIREMENTS (OR)						
Compliance Requirement		Legal Authority	Evidence	Compliance Rating		
				C	PC	NC
				C=Compliant; PC=Partially Compliant; NC=Non-Compliant		
			<ul style="list-style-type: none"> • PD certificates • Evaluation of session • Installation invoice 			
D. Project Area 4: Implementation of New Teacher and Leader Evaluation Systems						
PA 4.1	Costs for teacher practice framework provider services: <ul style="list-style-type: none"> • Introductory/overview session(s) to engage stakeholders, explain the framework, customize the observation instruments and plan the implementation. • Evaluation and framework training, certification and ongoing support for evaluators and coaches. • Evaluator audit for scoring accuracy and reliability and recalibration training. • “Train-the trainer” training for districts that choose this training model, including any training support/tools. • Training for all teachers in the district on the teaching practice framework, standards of effective practice and how they will be evaluated. • Training materials and books, as well as tools that support training and professional development associated with the teacher effectiveness evaluation framework. • Licensing fees • Maintenance fees 		<ul style="list-style-type: none"> • Board Approval • Professional development plan • Agendas • Needs Assessment • PD certificates • Evaluation of session • Purchase order • Framework report • Sign in sheet 			
PA 4.2	Internet-based performance management		<ul style="list-style-type: none"> • Purchase order 			

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AREA I: OVERARCHING REQUIREMENTS (OR)							
Compliance Requirement		Legal Authority	Evidence	Compliance Rating			Comments
				C	PC	NC	C=Compliant; PC=Partially Compliant; NC=Non-Compliant
	system/Technology supports <ul style="list-style-type: none"> to collect, analyze and report teacher practice evaluation data via an electronic and/or Internet-based performance management system. (software) Technology required to perform observations (hand held devices) Technology to support system <ul style="list-style-type: none"> Classroom observation cameras Infrastructure upgrades 		<ul style="list-style-type: none"> Implementation plan Invoice 				
E. Project Area 5: Charter School Improvements and Expansion							
PA 5.1	Professional Development: <ul style="list-style-type: none"> Training for future school administrators Materials to support expansion Development of programs for enrichment Data driven instruction Hiring of staff 		<ul style="list-style-type: none"> Student enrollment records Training plan PD certificates Agenda Sign-in sheets Board approval 				

AREA II: FISCAL REQUIREMENTS – Race to the Top 3							
<input type="checkbox"/> Not applicable							
Compliance Requirement		Legal Authority	Evidence	Compliance Rating			Comments
				C	PC	NC	C=Compliant; PC=Partially Compliant; NC=Non-Compliant
F1	All purchases are aligned to RTTT3 - NGO requirements		<ul style="list-style-type: none"> RTTT3 Online Application (Expenditures correlate to the allowable use categories selected for 				

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AREA II: FISCAL REQUIREMENTS – Race to the Top 3							
<input type="checkbox"/> Not applicable							
Compliance Requirement		Legal Authority	Evidence	Compliance Rating			Comments
				C	PC	NC	C=Compliant; PC=Partially Compliant; NC=Non-Compliant
			the expenditures.) <ul style="list-style-type: none"> ○ Budget ○ Purchase orders ○ Expenditures 				
F2	All purchases match the approved RTTT3 application in EWEG		<ul style="list-style-type: none"> • Audit reports 				
F3	Expenditures in Project Area 3(STEM) can not exceed 25% of total allocation <ul style="list-style-type: none"> • Maximum 25% of total allocation in professional development for STEM • Maximum 25% of total allocation to PSI/PMI 		<ul style="list-style-type: none"> • RTTT3 Online Application (Expenditures correlate to the allowable use categories selected for the expenditures.) <ul style="list-style-type: none"> ○ Budget ○ Purchase orders ○ Expenditures ○ Audit reports ○ Audit reports 				
F4	Districts must follow all local procurement regulations unless federal regulations supersede them		<ul style="list-style-type: none"> • Audit reports • Purchase procedures 				

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Additional Information

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

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PROGRAM, COMPLIANCE AND FISCAL DOCUMENTS

CROSSCUTTING DOCUMENTATION			
<input type="checkbox"/>	RTTT3 Consolidated Application	<input type="checkbox"/>	RTTT3 Office Monitoring Report (depending on tier)
<input type="checkbox"/>	RTTT3 EWEG Application	<input type="checkbox"/>	Amendment Paperwork Proposed by LEA (if applicable)
<input type="checkbox"/>	RTTT3 Budget Detail for 2011-2012 (project summary)	<input type="checkbox"/>	

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Appendix A: Components of a High-Quality, Job-Embedded, Content-Focused Professional Development Should:

1. Improve and increase teachers' knowledge of the academic subjects the teachers teach, that will enable teachers to teach and ultimately achieve high academic success.
2. Intentionally promote opportunities for shared professional growth experiences among all staff, which enhances the integration of curriculum, instruction and decreases isolation and fragmentation.
3. Involve all stakeholders in an on-going, inquiry-based process that alters the structure and culture of the school as an organization.
4. Be aligned with and directly related to the NJ CCCS, state, and local assessments.
5. Include instruction in the use of data and assessments to inform and instruct classroom practice
6. Give teachers, principals, and administrators the knowledge and skills needed in order to provide students with the opportunity to meet challenging State academic content standards and high student academic achievement standards.
7. Expand opportunities to include formal and informal experiences (i.e. internships, aspiring principal networks, and curriculum resource teachers) for teacher leaders to participate in leadership responsibilities.
8. Include learning team models that build capacity among its staffers to make sound decisions regarding professional development, while providing structures and supports for collaboration in and between schools.
9. Focus directly on the identified root causes of achievement gaps in specified content areas.
10. Ensure that the evaluation of personnel and Professional Improvement Plans (PIPs) correlate with the instructional needs of students, the professional needs of individual staff members, and the projected long-term needs of the school and district.
11. Be of high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; not be one-day or one-shot offerings; rather, it should consist of follow-up training, mentoring, coaching and/or team meetings and support
12. Support the recruiting, hiring, training, and retaining of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification as well as the NJ HOUSE Matrix.
13. Be designed to give teachers of Limited English Proficient (LEP) students, students with disabilities and other teachers and instructional staff, the knowledge and acquisition of skills needed to provide instruction and academic support services to those students, using the appropriate curricula and assessments.

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14. To the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach.
15. As a whole, is regularly evaluated for its impact on increased teacher effectiveness and improved student academic achievement.
16. Include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents.

OUTLINE FOR COMPREHENSIVE ANNUAL FINANCIAL REPORT

(Note: * indicates SBB has unique format, line items, and/or preparation instructions)

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